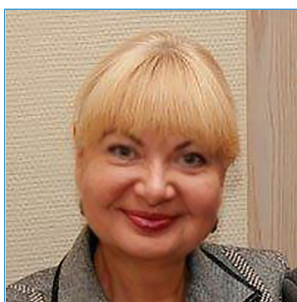


College Students' Motivational Attitudes in the Educational Field



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Abstract. The post-Soviet generation of youths dramatically differs from the previous generation. They are not the same people. Youths now live in different conditions, they have different values and behavioral motives. Despite unfavorable socio-economic conditions, which have been prevalent in our country for the past few years, the young generation's interest in further pursuing education has not withered. As shown earlier by studies we conducted, over 80% of Moscow's school graduates were very much motivated to apply for college. Meanwhile certain transformations occurring within the lives of individuals and society in general (as well as an evolving labor market) lead to the emergence of ever more specific demands to college educational relations, and to the content and quality of higher education. This study, the key results of which are covered in this article, was conducted in 2017 within a state-coordinated medium term (2012-2018) Moscow city program called "Educational development in Moscow city" ("capital education"). The goal for this research project was to define the interconnections and interdependences, as well as multiple social and psychological motives which determine the social-cognitive activities of college applicants and freshmen students of various educational stages and profiles. The researchers saw their purpose in defining the dominant and peripheral ("background") factors for motivation of cognitive-intellectual, practice-oriented, communicative or any other nature; analyzing the degree to which they affect college applicants' choice of school, as well as choice among bachelor and master course students for their preferred training fields during their first year of study; developing a structure for students' educational motivations. The amount of respondents which partook in the study is N = 1972. This was a random sample. Meanwhile the proportion of surveyed bachelor course students on their first year of study amounted to 76% of the general totality for this specific category of students (as of April 24th 2017); the proportion of surveyed first year master course students for that same period amounted to 68% of the general totality for that category of students. The spectrum of motivational attitudes among respondents, in terms of their college education, can be divided into constructive-pragmatic, passive-evasive, conformist-optimistic and unconstructive-pessimistic. The most significant motivating factors which affected applicants' choice of college are as follows: independent choice; possibility to receive a scholarship; interesting educational program, high-quality tuition; state college status, and a handful of others. During the course of the study we determined a complex of factors which hamper the education process and have a certain negative influence on the formation of students' motivational standings: inability to effectively plan time; excessive study load; insufficient quality when it comes to teaching certain subjects, etc. In conclusion, a comprehensive forecast was formulated for the further shaping and development of positive motivational attitudes among potential and active students of specific educational institutions.

Keywords: students, motives, the educational relations, the dominating factors, peripheral factors, structure of motivation

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The young generation's interest in continuing education remains strong, notwithstanding that the state education policy is far from perfect, and that the amount of government investments into the augmentation and development of human capital has been decreasing for almost a decade. In this respect, the opinion by experts of Plekhanov Russian University of Economics specifies that during the period 2011 through 2017, government expenditure on education dropped from 3.7 to 3.5 of the GDP, while defense expenditure increased from 2.5 to 3.1 of the GDP [Kopalkina 2017].

Young people remain interested in continuing their education regardless of the growth in prices for paid (non-state-subsidized) education, which stemmed from unfavorable inflation processes in the state's finances and economy. Our recent studies at general education institutions of Moscow demonstrated that over 80% of Moscow school graduates were motivated to apply for a university, notwithstanding these negative trends. The data obtained by our colleagues "give evidence of a fairly high degree of young people's motivation to study". D.L. Konstantinovskiy confirms the data provided by us with a thesis that "the key mindset of young people that get ready to graduate from schools, special secondary education institutions, or vocational schools, technical lyceums, etc. is to continue their education" [Konstantinovskiy 2016: 19, 18].

The mechanism for shaping motivational positions is a multiple-order and multiple-factor process being both social and psychological by nature. The concept of "motivation" is wider than the concept of "motive". In the modern psychology, this term designates at least two psychological phenomena: a) an assembly of impulses that cause activity and determine individual's behavior (including needs, motives, goals, intentions, aspirations, etc.); b) a process of motives' formation, a characteristic of the process that stimulates and supports behavioral activity at a certain level. In the sociology, it is common practice to regard motivation as a subject's need for achievement of a positive living environment satisfactory to such subject. To avoid strict demarcation between the two scientific approaches, we characterize this phenomenon as socio-psychological. Be it noted at the very beginning that we did not purport to perform a theoretical and methodological analysis of approaches to the issue of motivation. All the more so, because in terms of scientific theory, an in-depth analysis of this issue is provided in papers by domestic and foreign researchers¹.

¹ We would like to name just a few of them: S.L. Rubinstein, *Fundamentals of General Psychology*; A.N. Leontyev, *Activity, Consciousness, and Personality*; A. Maslow, *Motivation and Personality*; A.F. Lazurskiy, *Classification of Personalities*; V.G. Aseyev, *Motivations of Behavior and Formation of the Personality*; L.I. Bozhovich, *Studying Motivation of Behavior in Children and Teenager*; D.V. Shadrikov, *Psychology of Activity and Human Abilities*; I.N. Yefimova, *Sociological Analysis of the Education Market for Identification of Motivation of 2011 Applicants When Choosing a Higher Education Institution*; M.N. Krylova, *Ways of Motivation of College Students' Educational Activity*, and many others.

The value orientation consciousness of the youths born at the end of the 20th century and at the beginning of the 21st century has changed dramatically as compared to the previous generation: positive mindsets to extensive social and political activities have been replaced by more indifferent ones; the prestige of political career and the government has noticeably waned. The vast majority of school graduates are focused on receiving higher professional education, and students endeavor to use a more thorough approach to building their professional future and careers at the very beginning of their studies at a higher education institution.

Meanwhile, certain transformations that take place in various spheres of human and societal life determine ever more new and specific demands to the formation of educational relations within a higher education institution, to the content and quality of higher education. To be sought-after in the labor market, a present-time college graduate must have specialized knowledge and certain competencies, as well as feel the need for achievement. Therefore, higher education institutions must foster students' interest in developing their knowledge, independent learning activities and continuous self-education, as well as shape their critical thinking and nurture the culture of disagreement in them. This is critical to ensure that a graduate turns into a professional in the future, as “the professions occupy a position of importance in our society which is, in any comparable degree of development, unique in history... Both the pursuance and the application of science and liberal learning are predominantly carried out in a professional context” [Parsons 2015: 153, 154]. Therefore, the analysis of incentives, mindsets and motives that applicants entering the first year of a bachelor's degree program and students that decided to continue their education and receive a master's degree rely on when choosing specific training areas is scientifically and practically relevant.

Research methodology

This study, the key results of which we would like to share with our colleagues – sociologists, as well as representatives of the pedagogical community of schools and colleges, was conducted in 2017 as part of the state medium-term (2012-2018) program titled “Education Development in Moscow” (“Capital's Education”). This government assignment was performed engaging researchers from the laboratory for monitoring research work and project results and members of the temporary research group (TRG)¹ of the Moscow City University (MCU). Another goal we would like

¹ Beside the authors, the collection and processing of sociological information involved L.G. Ligay, V.V. Zemchenkova, A.A. Sakhno, and others.

to achieve by publishing this article is to initiate debates in the research and pedagogical community on the issues in question, because “a competitive debate, a critical dialog, etc... actually seek to facilitate the combination and verification of knowledge” [Bourdieu 1994: 55].

One of the key objectives of this research project was to define the interconnections and interdependences, “ensemble of relations” [Bourdieu, 1994: 220], as well as multiple social and psychological motives, which determine the social and cognitive activities of college applicants and first-year students of various educational degrees.

We believe that such motives play an orientating and directing role in resolving the issues of receiving high-quality education by students of higher education institutions having humanitarian and pedagogical or any other profile.

For this study, we have specified the following main goals:

- defining the dominant and peripheral (“background”) motivations of cognitive and intellectual, practice-oriented, communicative or any other nature; analyzing their interconnections and interdependences, as well as the degree to which they affect the applicants’ choice of a certain higher education institution to continue their education, as well as the choice by first-year bachelor’s and master’s students of their preferred training areas;

- developing a structure of applicants’ enrollment motivations and a structure of students’ educational motivations.

- elaborating a range of proposals and recommendations for improvement of educational relations within a higher educational institution and formation of stable motivation for receiving high-quality education in first-year bachelor’s and master’s students of a humanitarian and pedagogical college.

The research methodology provided for using the method of theoretical analysis of scientific publications dedicated to the issue in question, review and other materials; sociological diagnostic methods for collection of sociological information (observation, questioning, interviewing); statistical processing of empirical data; content analysis; sociological information quantification method; etc. As part of this study, the questioning was performed in electronic form.

We believe that the formation of students’ motivational positions is affected by a range of factors (motives) that determine the educational motivation structure (EMS). Furthermore, depending on socio-demographic and other characteristics of specific categories (groups) of students, as well as factors (motives) most or least preferred by actors of educational relations, the structure may vary within a certain range.

The sample surveyed, including the control group of applicants that filed documents for enrollment during the enrollment campaign, composed of 1972 respondents. The sample was random and stratified. It included first-year intramural bachelor's and master's students. The share of first-group respondents amounted to 76% of the general totality of the said category of bachelor's students (as of April 24, 2017), and the share of the second group of informants was 68% of the general totality of the said category of master's students. In our opinion, the study enabled obtaining a representative and valid array of sociological information. This, in turn, allowed exercising the analytical function and articulating theoretically and practically grounded conclusions and proposals.

Considering the higher education institution specifics (humanitarian and pedagogical profile), female students represented the vast majority of respondents (over 80%). Indeed, the shares of study participant groups in terms of age were equal: 17 to 19 years old (49%) and over 19 years old (50%).

The question on whether informants' close relatives are (or were) employed in the field of education is rather interesting in terms of further correlation analysis (Table 1).

Table 1

**Correlation with the close relatives' employment
in the field of education, %**

Respondent category	Relatives are (or were) employed in the field of education	Relatives are employed in other fields
Applicants	55	45
Bachelor's students	41	49
Master's students	49	51

Raising this question also stemmed from our suggestion that students, whose close relatives are (or were) associated with educational services, are most motivated to study in a humanitarian and pedagogical college.

Nature of motivational attitudes

The content analysis and quantification of the array of unstructured answers of respondents to an open projective question on what could make a higher education institution more attractive (as compared to other higher education institutions of a similar educational profile) in terms of enrollment and continuing education at it, enabled shaping generalized ranges of motivational attitudes for certain groups of respondents (Table 2). It is our opinion that in this case, an open question enables decreasing the extent of imposition of "interviewer's problem on the interviewee" [Bourdieu 2005: 12].

Table 2

Range of respondents' motivational attitudes to studying at a higher education institution, %

Attitude characteristics	Applicants	Bachelor's students	Master's students
Constructive-pragmatic	95	79	84
Passive-evasive	–	14	9
Conformist-optimistic	5	6	6
Non-constructive-pessimistic	–	1	1

Speaking of constructive-pragmatic attitudes, we mean attitudes contemplating that their actors (and in our case – respondents) articulate specific proposals aimed at improving the quality and capacity of the educational process in all of its manifestations. In our opinion, such position of participants of educational relations could contribute to the formation of more stable motivation for enrollment and studying under a certain educational program at a specific higher education institution in them.

Passive-evasive motivational attitudes are predominantly manifested in respondents evading articulation of any specific proposals.

Conformist-optimistic attitudes include informants' positions, under which they completely accept and agree with educational relations established at a higher education institution and suggest nothing in terms of their modernization.

Non-constructive-pessimistic attitudes are characterized by the complete negation of a possibility to change anything in the educational process in place at a particular higher education institution.

We believe that passive-evasive and non-constructive-pessimistic motivational attitudes will not contribute to the formation of more stable motivation for enrollment and studying under a certain educational program at a specific higher education institution in participants of educational relations. Naturally, the typology of motivational attitudes provided is not final and requires further research focused on this aspect of the problem.

Motives for choosing a higher education institution and training areas

Before highlighting the key factors which incited respondents' choice of a certain higher education institution and a certain training area, we would like to dispel some myths that, when choosing a higher education institution, applicants

are almost primarily motivated by its favorable location, and that, when selecting their future professions, they are seriously affected by school teachers and school career guidance efforts.

The data we obtained from the study show that 26% of applicants, 29% of bachelor's students and 19% of master's students named the "favorable location" as a relevant factor of motivation for choosing a higher education institution. The fact that their decision was influenced by school teachers was confirmed by 11% of applicants and 10% of bachelor's students, while the influence of school career guidance efforts was noted by 4% and 5% of them, respectively. In our opinion, the data provided give evidence of, civilly speaking, insufficient capacity of career guidance efforts in the field of humanitarian and pedagogical education at Moscow's general education schools. Our finding is also supported by the fact that only one third of informants being applicants noted in their answers that their schools helped them to select their future professions. Meanwhile, 49% of the said category of respondents answered this question in the negative.

However, as demonstrated by the subsequent analysis, career guidance efforts of higher education institutions for Moscow's school students are also far from perfect. The fact that an off-site Open Day was carried out by college teachers at schools they graduated from was specified by only 6% of bachelor's students, while 90% of this category of respondents noted that there were no such events at their schools. In turn, only 3% of applicants that participated in the questioning specified that they received information about the higher education institution during off-site Open Days at their schools. We suggest that both off-site Open Days and Open Days held at a higher education institution by its structural academic units have no significant impact on the formation of motivational positions of potential and actual students and are far from fully performing the tasks set in respect of them. Only 13% of applicants noted that their decision to apply for enrollment at a higher education institution was affected by Open Days and teachers of that institution. Less than one third of first-year bachelor's students (29%) and 31% of first-year master's students specified that they visited Open Days arranged by the corresponding higher education institution.

This brings up a logical question: what motives for choosing a certain higher education institution and training area that sparked the interest of participants to this study may be leading for them? What factors may primarily form the motivational structure for enrollment at a higher education institution? As the key motives for choosing a specific higher education institution and training area, respondents named their independent choice, the possibility to receive state-subsidized education, state institution status, and high-quality education (for applicants, their choice was based on feedback from their friends and acquaintances). Differentiated data on the degree

of relevance of specific motives to a particular category of respondents are provided in Table 3. In this case, applicants' motives were taken as basis positions.

Table 3

**Range of leading motives for choosing
a certain higher education institution, %**

Motives	Applicants	Bachelor's students	Master's students
My independent choice	78	58	63
Possibility to receive state-subsidized education	72	43	50
State institution status	47	32	26
High-quality education	40	15	32

In addition to leading motives, the range of motives included “secondary” options with lesser numbers of selections, such as “interest in a profession, specialty”, “fascination with teacher’s work”, “wide selection of training areas”, “advice of parents, close relatives, friends, or acquaintances” and “acceptable tuition fee”.

Subsequent analysis, synthesis and quantification of sociological information obtained enabled developing a structure of motivation for enrollment at a higher education institution (Table 4) by first grouping a body of motives that respondents relied on when applying for enrollment at a higher education institution (in particular, in a master’s degree program). The percentages in the table below reflect the relevance (weight) of motivating factors to a certain group of informants.

Table 4

**Structure of motivation for enrollment
at a higher education institution, %**

Group of motivating factors	Applicants	Bachelor's students	Master's students
Content-related	56	24	28
Social and organizational	32	25	25
Social and psychological	29	24	23
Information	20	22	17

Content-related motivating factors included, for instance, “interest in a profession”, “receiving modern and high-quality education”, “interest in a specialty”, “acquiring new knowledge in the specialty of interest”, and some other.

The group of social and organizational factors included, in particular, “availability of state-subsidized education”, “prospects for employment upon graduation”, “institution’s prestige”, “state institution status”, “possibility to receive state-subsidized education”, etc.

The social and psychological nature of motivating factors was reflected in the following positions: “independent choice”. “advice of parents, friends and acquaintances”, “obtaining a higher education diploma”, “advice of college teachers”, etc.

The information nature of motivating factors was manifested in the most demanded sources used by respondents to gain information about a higher education institution, for instance, a college’s website, social media, Open Days, etc.

In terms of educational motives of students, motivational positions are often divided into cognitive and intellectual, practice-oriented, social and domestic, organizational and technical, organizational and personal, communicative, pragmatic, intrapersonal, etc.

In broader terms, motivational positions of a subject or an age and gender, professional, or any other group may be distinguished by both dominant and peripheral (“background”) factors. This approach enabled shaping an educational motivation structure (EMS) for bachelor’s and master’s students (Table 5).

The educational motivation structure for college students may be presented as follows (factors and motivational positions/motives are provided in the descending order of their relevance/weight).

Table 5

Educational motivation structure for students, %

Educational motivation factors	Bachelor's students	Master's students
DOMINANT	51	60
<i>Educational process content and quality</i> (practice-oriented motivational positions: “more practice in the educational process”)	27	38
<i>Subject domain</i> (cognitive and intellectual motivational positions: “education must become more advanced, project-oriented, high-quality, interactive and creative”; “more attention to major specialty-related subjects”; “reducing the share in (eliminating from) the educational (training) program of general education disciplines, non-interesting ‘dull, useless’ subjects”)	27	20
<i>Educational process organization</i> (organizational motivational positions: “developing (drawing up) a correct schedule”, “decreasing the study load, volume of homework”, “efficient allocation of curricular and extracurricular time”)	25	21
<i>Educational process human (research and pedagogical) capacity</i> (cognitive and communicative motivational positions: “improving the faculty staff, engaging famous and interesting tutors, experts, and young teachers”; “dismissal of poorly skilled teachers”; “forming a loyal, respectful and impartial attitude to students”; “improved quality of teaching”)	21	21

Continuation of Table 5

Educational motivation factors	Bachelor's students	Master's students
PERIPHERAL ("BACKGROUND")	28	24
<i>Educational process logistics support (procurement)</i> (organizational and technical motivational positions: "modern technical fit-out of lecture rooms")	25	22
<i>Improvement of administrative and management activities, management structures of a higher education institution</i> (organizational and management motivational positions: "changing enrollment conditions, in particular, increasing the number of state-subsidized openings, reducing the tuition fee"; "improving the style (forms and methods) of work with students, more attention to students, including in terms of keeping them informed"; "progressive development of a university, enhancing its prestige, prominence and popularity")	24	45
<i>Development (improvement) of student life and leisure</i> (communicative motivational positions: "expanding the range of student events")	23	4
<i>Personal</i> (intrapersonal motivational positions)	16	22
<i>Improvement of social and domestic conditions</i> (social and domestic motivational positions: "improving sanitary and hygienic conditions in dining units: students need a clean, convenient and cheap canteen/snack bar"; "improving financial support to students (an adequate scholarship)")	12	7

Naturally, the educational motivation structure provided is not a dogma, or something final and incontestable. First, it reflects the specifics of a humanitarian and pedagogical college. Most notably, presenting this structure, we saw our goal in elucidating methodological approaches to examining the issue of motivational attitudes.

At this stage, we have considered the key aspects of analyzing the formation of motivational attitudes. Overall, the analysis covered a broader range of issues indicative of the process of functioning and development of educational relations within a higher education institution. And now, relying on the classic formula of social learning – analysis, diagnosis, and forecast – we will articulate the key considerations of diagnosis of the issue in question.

Diagnosis

From the research and practice point of view, it would be incorrect to regard the phenomenon of formation of students' motivational positions and the students' educational motivation

structure as something established and fixed in time and space. The social and psychological nature of motivation is indicative of the direct and determining influence of micro and macro, external and internal factors and conditions on this process.

Overall, social and demographic characteristics of respondents within the sample surveyed reflect social and demographic characteristics of the total population – all first-year intramural bachelor's and master's students. This suggests the representativeness, objectivity, reliability and validity of sociological data obtained from the study.

The multi-factor analysis of sociological information obtained demonstrates that the most relevant motivating factors that impacted the applicants' choice of a certain higher education institution were: independent choice; possibility to receive state-subsidized education; interesting educational program; high-quality education, state institution status, favorable location; and lesser competition as compared to other higher education institutions.

At the same time, the factors that had the least impact on the students' choice of a higher education institution primarily include Open Days held by college teachers on-site and at city schools; advices and recommendations of teachers; specialized school classes; as well as school and college career guidance efforts.

City-wide education-dedicated events that demonstrated the advantages of studying at certain higher education institutions of the capital had little motivational impact on respondents. The vast majority (81%) of future bachelor's students visited neither the Education and Career Exhibition, nor the Moscow Career Guidance Day.

The leading motives that incited first-year bachelor's students' choice of a certain higher education institution are: “acquiring knowledge in the specialty of interest”; and “obtaining a higher education diploma, self-assertion as a certified specialist”. The positions, such as “graduating from a prestigious humanitarian and pedagogical college” and “improving the social status” turned out to be less relevant.

There is a famous winged expression: “Forewarned is forearmed”. We are sure that the information factor may have a certain impact on the formation of motivational positions. In this case, respondents were more informed by employees of college's structural academic units about the student life and educational process (subjects, teaching forms and methods) at the university. First-year bachelor's students were less informed about the advantages provided by the higher education institution in terms of employment upon graduation.

In turn, a significant number of master's students surveyed were informed about the research areas they may choose as part of preparing their graduation projects; advantages provided by the master's degree program; and educational process (subjects, teaching forms and methods).

During the study, we identified a range of factors that hamper the educational process and have a certain negative impact on the formation of students' motivational positions (Table 6).

Table 6

Factors hampering the educational process, %

Factors	Bachelor's students	Master's students
Inability to manage time effectively	45	29
Excessive study load	32	16
Not quite satisfactory teaching quality in certain subjects	24	17
Insufficient previous training	21	19
Not always proper attitude to students on the part of certain college teachers and employees	21	7
Lack of practice-oriented classes	19	18
Unsatisfactory educational process arrangement	–	18

The correlation analysis performed as part of the study enabled revealing a strong correlation in terms of several positions that determine the formation of respondents' motivational attitudes (Table 7).

Table 7

Strong correlation, *Correlation coefficient*

Positions	Bachelor's students	Master's students
Selected the pedagogical profile of education – parents and/or close relatives employed in the field of education	0.89	–
Selected the pedagogical profile of education – plan to work at a school/college in the future	0.93	0.95
Motivated their enrollment at a higher education institution by their wish to obtain a higher education diploma (become a certified specialist); believe that a diploma will help them find a suitable job	0.99	–
Plan to be engaged in pedagogical activities at a school/college upon graduation – parents and/or close relatives employed in the field of education	–	0.96
The most important quality of a present-day teacher is the skill of combining theory and practice; a motive for enrollment in a master's program is to acquire not only theoretical, but also practical knowledge in the specialty	–	0.95

A certain group of respondents (both bachelor's and master's students), which is relatively small compared to the total population and even the sample surveyed, is distinguished by the “syndrome” of deficit in terms of formation of motivational positions with respect to education. This “syndrome” is reflected in passive-evasive, conformist-optimistic and non-

constructive-pessimistic positions of informants with respect to the functioning, development and modernization of the content and organization of educational relations within a higher education institution.

We have sufficient grounds to suggest that at this stage, we have made a fairly complete and well-founded diagnosis regarding the state of the problem of formation of motivational attitudes and positions in representatives of certain student categories. Therefore, we may proceed to articulating a forecast for further formation and development of positive motivational attitudes in potential and actual students of a particular educational institution – humanitarian and pedagogical college.

Forecast

In our opinion, the process of formation and strengthening of motivational attitudes should be regarded as a continuously functioning and developing process. The dialectic of development of this process is distinguished by the fact that, under the impact of external and internal, dominant and peripheral (“background”), and other factors of motivation, the process may be transformed, modified, accelerated and/or decelerated, become positive and/or negative by nature.

Meanwhile, it is beyond argument that each higher education institution is interested in attracting the optimum number of students motivated for education to their lecture rooms, and eventually – in the vast majority of certified specialists, professionals graduating from it. For this purpose, as emphasized by T. Parsons. “the professional man is not thought of as engaged in the pursuit of his personal profit, but in performing services to his patient or client, or to impersonal values like the advancement of science” [Parsons 2015: 155].

To achieve this goal, the educational institution as a whole, as well as its administrative and management structures and certain academic units should primarily focus on the development of a short-term (for one to three years) college policy, its strategy and tactics aimed at forming and strengthening positive educational motivation for studying at such higher education institution. In our opinion, such a policy must be comprehensive. However, it should not lose sight of the “human dimension”, so that the universal would never obscure the particular and individual. The college policy strategy aimed at forming stable positive educational motivation for enrollment and studying at a higher education institution in this case is designed to answer the question “what to do”. The tactics of activities in this area, in turn, could contain answers to the questions “how”, “when”, and “in which directions” such activities should be performed.

It is predictable that if specific steps are not made in this area, the higher education institution as a whole and certain academic units being part of it will be at risk of failure to reach the targets on the intake (enrollment) of intramural students in the first years of bachelor's, master's degree and postgraduate programs in several areas of training.

In order to form and strengthen educational motivation (for enrollment and studying at a higher education institution) for bachelor's and master's degree programs, we would suggest developing a new format of holding Open Days (ODs) considering the requests and interests of future bachelor's and master's students. Announcements on the college's website and stands should contain not only the OD date, but also information on its program and participants (representatives of faculties, academic departments, etc.).

Research and pedagogical staff of an academic unit could develop a schedule for holding off-site Open Days, for instance, from February until April inclusive, which would be approved and supervised by the head of the corresponding unit.

When holding Open Days, it pays to apply a differentiated approach to developing OD scenarios: for school students of graduation (senior) grades, for school teachers; for parents of school students of senior (9–10) and graduation grades. Therefore, the composition of delegations of college representatives who will meet a particular category of participants on the part of a general education institution must have certain distinctive features. For instance, in college delegations for off-site Open Days arranged for school students of graduation (senior) grades, it would be reasonable to include young (under 35 years of age) teachers, as well as senior-year bachelor's students (volunteers) trained to take part in such events. We believe that holding ODs in the form of a dialog would be more productive. For this purpose, a detailed scenario of such meetings must be elaborated, and leading, "provocative" questions facilitating the discussion must be prepared.

To strengthen educational motivation of students, a higher education institution should think of the expediency of dividing bachelor's and/or master's degree programs into "pedagogical, research, and practice-oriented", and of the possibility of arranging a mandatory work placement abroad for the most successful bachelor's and master's students. This primarily pertains to students that learn foreign languages during their studies.

In our opinion, there is a long-felt need for the development of an elective or optional time management course that teaches how to plan time in an optimum manner. Such course would be useful for students of all degrees and years.

To ensure financial attractiveness of paid (non-state-subsidized) education for bachelor's and master's students and to minimize financial stringency for students and their families

that pay for their education, it is recommended to consider the possibility of payment of the tuition fee under bachelor's and master's degree programs by installments during the semester (two-three installments) for certain groups of students (e.g., students from multi-child and low-income families).

We have already mentioned the significance of the information component for the formation of positive motivation for enrollment and studying at a higher education institution. In this case, it would be helpful to draw up scripts and, based on them, prepare advertising videos conventionally titled "Why should you enroll at our college?", "If you enroll at our college, you will make the right choice", "Basic highlights from the life of our college", and "Some episodes from the life of our college" by the start of work of the college's enrollment commission. Such videos could be demonstrated during Open Days held both on-site and at general education institutions, as well as in social media.

During the active phase of work of the college's enrollment commission, applicants may be interested in meetings-dialogs with managers and deputy managers for academic work, HR specialists and/or young teachers, as well as students, especially from the structural academic units that are at risk of not reaching the targets on the intake of students. The key topics of such discussions (dialogs) may be, for instance, the topics of above mentioned videos, etc.

During the enrollment and in the course of studies, greater focus should be placed on applicants and students, whose parents and/or close relatives are (were) engaged in the fields related to the higher education institution's profile.

We believe that the college's policy on forming positive motivational positions of young people must necessarily include a set of monitoring sociological studies to be conducted on a systematic basis. One-off, sporadic studies would hardly reveal the optimum range of problems and factors that have a positive and/or negative impact on the formation of motivational positions of students. Such studies must be primarily focused on examining the problematic areas and pain points in educational relations that function and develop within a higher education institution. Participants of such studies may include both students and research and pedagogical employees of such higher education institution.

At the post-Soviet stage of social and economic development of the Russian state, young people act as one of the essential objects and subjects of such development. The goal of the society is to form, develop and use the resources that the young generation has available as efficiently as possible. The formation and development of such resources must be primarily implemented through increasing the level of education of the youths. The high-quality higher professional education may and is designed to play the leading role in this process.

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